



manchester public schools

we believe

COURAGE
CREATIVITY
COLLABORATION
EXCELLENCE FOR ALL





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On the Cover
Savannah Smith, Bowers Elementary

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WE ARE

Pride in Excellence

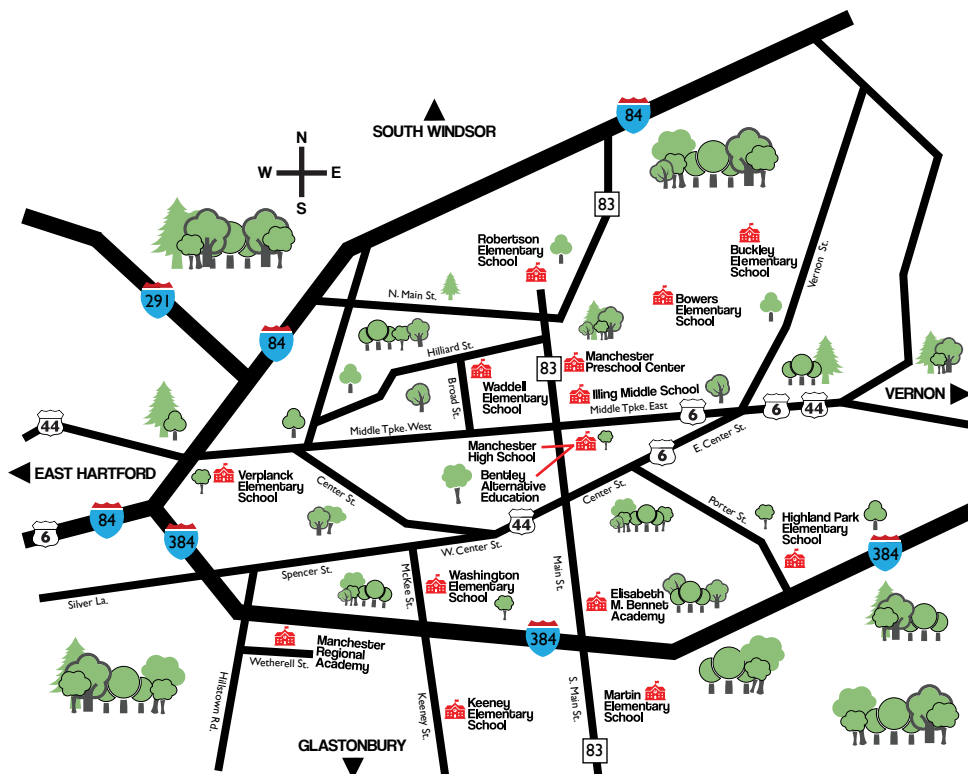
Manchester Public Schools is committed to provide students with optimal educational services. The district serves a population of approximately 6,300 students. Students are served by nine elementary schools, one sixth grade academy, one middle school, one high school, a regional academy, an alternative education program, a preschool, a Head Start program, and a robust Adult Education Program.

A Brief History

Located eight miles east of Connecticut's capitol of Hartford, Manchester is conveniently located 86 miles from Boston, 107 miles from New York City and 57 miles from Providence. Manchester is rich in history. The town was first settled by Native Americans and subsequently by various religious groups who developed the area agriculturally. Manchester was also the site of the world's largest silk mill established by the Cheney family.

Manchester Public Schools' Mission

Manchester Public Schools will engage all students in the highest 21st century education preschool through graduation. Through an active partnership with students, school personnel, families and community, the Manchester Public Schools will create safe, inclusive schools where equity is the norm and excellence is the goal. All students will be prepared to be lifelong learners and contributing members of society.

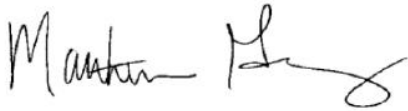


Dear Candidate,

I am pleased you are considering employment opportunities in the Manchester Public Schools. Manchester is a diverse community where we seek to partner with parents and families to ensure all students are prepared to be lifelong learners and contributing members of society. We believe strongly in cultivating creativity, courage, and collaboration among students and adults in our classrooms and across the district. While standardized tests are one indicator of student progress and school performance, we also seek to grow the whole child. As such, all of us are committed to fostering innovation, perseverance, and grit as we help young people develop into thoughtful scholars and citizens.

We recognize the need for collaboration and support among professionals and, as a result, provide opportunities for regular instructional coaching and job embedded professional development through a professional learning community model. We realize that the only way to meet the needs of all students in today's society is to work together and are committed to supporting the growth of all members of the school community.

I sincerely hope you consider joining our team in the pursuit of a better tomorrow for all kids.



Matthew Geary

WE BELIEVE

Hope, in the form of new opportunities for students and staff to create and collaborate, is in full bloom in Manchester Public Schools.



Matt Geary, Superintendent

Manchester's District Improvement Plan

Academic Goals

- ★ All students will achieve mastery in literacy and numeracy as articulated in the Common Core.
- ★ All students will demonstrate the skills and competencies required for success in learning and work beyond school.

Talent Development Goals

- ★ All faculty and staff will develop capacity through reflection, professional learning opportunities including coaching, job embedded professional development, participation in workshops, and support from school leaders and colleagues over time.

Culture and Climate Goals

- ★ All students will demonstrate personal responsibility, character, cultural understanding, and ethical behavior.
- ★ All district and building level staff will build relationships based on trust through listening, welcoming, respecting individual differences, and allowing for shared decision making with parents, families, and other stakeholders.

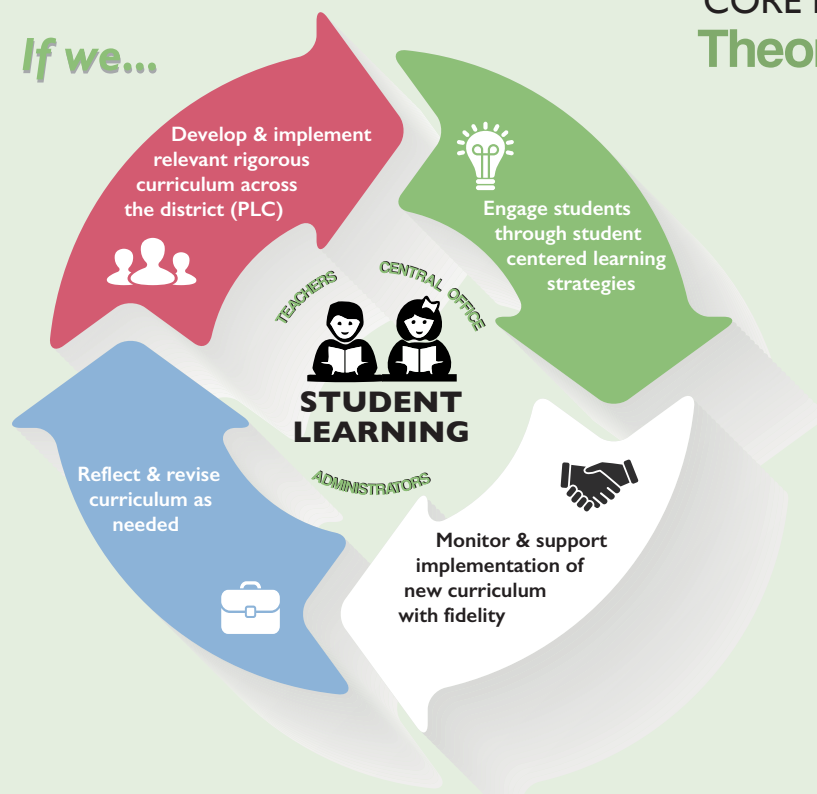
CORE INSTRUCTIONAL Theory of Action

Manchester Public Schools' instructional programs are designed to address the diverse needs of the student population and the community. Its aim is to provide students with varied experiences that will help them

develop into responsible, self-motivated, critical thinkers who can thrive in a cooperative and competitive setting.

The school district develops content area curricula for students in preschool through Grade 12, based on the Common Core State Standards. Similarly, the Connecticut State Department of Education Common Core of Teaching provides guidance to administrators and teachers about pedagogical practices and structures expected for instruction in all classrooms throughout Manchester.

If we...



CORE INSTRUCTIONAL Theory of Change

...then classroom instruction will improve, tiered interventions will be focused on targeted areas, student achievement will increase, and all students will be prepared for learning and work beyond high school.

ACADEMICS

Manchester Public Schools has a strong, comprehensive, standards-based curriculum, which follows the guidelines of the Connecticut Core Standards for both literacy and mathematics and includes sequential instruction in social studies, science, the arts and physical education.

Our curriculum defines the skills, knowledge and understandings all students need in order to become thoughtful scholars and citizens. Our curriculum provide teachers, students, parents and the community with a clear definition of what students should know and be able to do upon their graduation.

Quality instructional delivery is a cornerstone of the Manchester Public School system. We continually focus our attention on current research-proven practices intertwined with strong relationships and high expectations for achievement that will assist all students to be successful.



(Left) MHS students working together in the media center during Power Hour; (Center) Washington Elementary Student engaged in a STEM activity; (Right) Illing Middle School students accessing their 1:1 devices during instruction.

Curricular highlights include implementation of the following:

- ★ **District-wide unit development:** Units constructed (K-12) using the UbD (Understand By Design) framework. UbD plans with an end in mind. Work is guided by what students should Know, Understand and Do (KUD). Units provide consistent expectations and performance tasks throughout the district. Units are housed on an online platform called Unit Planner.
- ★ **Kindergarten Play:** A sacred time during the full day kindergarten session in which students are allowed choice in creating, exploring and collaborating.
- ★ **Workshop Model K-8:** An approach to teaching major skills (math, writing, and reading) in which teachers model concepts and skills, provide structured small group lessons, and allow for independent practice.
- ★ **MHS Academies 10-12:** Expanded academy concept, beyond current Medical Careers. Expansion allows Manchester High School to feel smaller thus providing a better system for intervening while allowing students the ability to pursue areas of interest. Academies now include: Culinary, Hospitality and Entrepreneurship, Global Studies (formerly Liberal Arts), STEM & Design, Performing Arts/Contemporary Communications, Education and Public Service.

We look forward to working together to assist all students in reaching their fullest potential.

SUPPORT SERVICES



(Top left): Enthusiastic student in a co-taught classroom, (Top Right): World Language and Special Education teachers co-facilitating at Power Hour.



Support Services

Special Education

Pupil Personnel Services uses a continuum of progressive and innovative instructional service delivery models to implement special education services and related services for students with disabilities in the least restrictive environment. These services and support programs provide students with access to the general education curricula, help to improve their academic achievement, reduce their time removed from general education classrooms, and increase their time with non-disabled peers. In an effort to level the playing field for students with disabilities and ensure their maximum success, various comprehensive inclusionary instructional models and assistive technology applications are implemented throughout the district.

School Health Services

The goal of the School Health Services program is to assist students to attain and maintain their optimum state of health so that they may benefit from their educational experience to the utmost degree. The program assists the students in maintaining their wellness by conducting mandated screenings, providing knowledge in disease prevention, assisting with support for any medical and psychosocial conditions and supporting a healthy school environment.

Food and Nutrition Services

The district participates in the National School Breakfast, Lunch and Snack Program. By participating in these federally funded programs, we are able to provide students with economically priced meals that are nutritious, wholesome and appetizing. Students have the ability to choose from a variety of meals on a daily basis. Every meal is prepared at each school location and meets all current Federal Regulations under the Healthy Hunger Free Kids Act of 2010. Meals are prepared with an emphasis on whole grains, fresh fruits and vegetables.

Before and After School Programming (BASP)

In 2015, Manchester Public Schools and the Manchester Early Learning Center (MELC) teamed up to offer a more comprehensive Before and After-school program experience (BASP) for our K-5 grade students. Our new model includes a teacher-led “Homework Lab” where an hour each day is devoted to assisting students with homework. Our teachers take pride in supporting our students in a safe space where they are encouraged to complete their homework assignments. Teachers interested in working with our Homework Lab team may:

- ✧ Explore ways to be more flexible and creative in supporting students
- ✧ Make better connections with students
- ✧ Gain valuable experience working with diverse students
- ✧ Find this a great way to earn extra pay

PARTNERSHIPS

We Believe in Partnerships



IT TAKES A VILLAGE

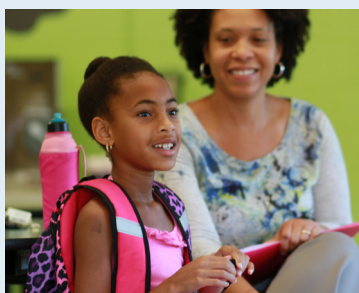
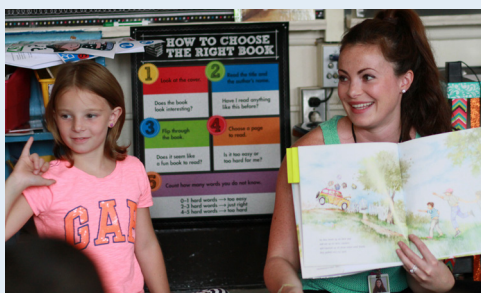
through professional development designed to build capacity to effectively engage, communicate, and partner with families.

The Office of Family and Community Partnership

We are committed to partnering with families and the community to increase student success. We seek to bring parents to work with us as partners who can teach us about their student. All staff are supported through professional development designed to build capacity to effectively engage, communicate, and partner with families.

We are always seeking professionals who want to be part of a community which works together to educate all students and ready them for college, careers, and to become engaged citizens. The Office of Family and Community Partnership fosters strong relationships between the schools and the community, as research has shown us that students whose families are engaged...

- ★ Exhibit faster rates of literacy acquisition.
- ★ Enroll in higher level programs.
- ★ Adapt better to school and attend more regularly.
- ★ Graduate and go on to higher education.
- ★ Earn higher grades and test scores.
- ★ Promote more and earn more credits.
- ★ Display better social skills and behavior.



Home, school, and community partnership events at Washington Elementary, Keeney Elementary and a district-sponsored neighborhood event.

MPS Family Resource Centers

The Family Resource Centers (FRCs) at each of our nine elementary schools partner with community members and organizations, but our most important collaboration is with families. We provide many opportunities both within schools and outside of the schools to work alongside families to create the best home-school-community-partnership we can.

The beauty of our role is that we positively interact with the children and families of the Manchester community through our intentional programming. The programs are interactive, informative, and engaging:

- ★ **Lunch Bunch:** is a literacy-based program that is facilitated by an FRC Coordinator during a student's lunch time and has strong participation from our families.
- ★ **Playgroups:** are a great way to invite our youngest community members, ages birth to five, into the school setting with their families so that they may become acquainted with the school community.
- ★ **Seasonal Sharing:** baskets during the Thanksgiving and Christmas Holidays in collaboration with MACC Charities.
- ★ **Outreach and Communication:** You can find your FRC Coordinators speaking at PTA meetings, attending School Climate Committee meetings, providing updates at school staff meetings, at a parent meeting on Spruce Street, at a School Readiness Council Meeting, hosting a Book Club at Squire Village, or giving a report at a Board of Education Meeting.

“Our work is not easy, takes a lot of time, requires lots of creativity and flexibility and is the best job I have ever had! The Manchester Public School Family Resource Centers are helping to bridge the gap between schools and families, one family at a time.”

Latasha Easterling-Turnquest, Director of Family Resource Centers
Manchester Public Schools



CREATIVITY

We Believe in Creativity



(Top): Students engaged in guaranteed curricular experiences K-5, and 9 - 12. (Below) Student at Robertson Elementary engaged in intentional use of instructional technology.

Inspiring Learning with Creative Use of Spaces & Technology



Manchester Public Schools has re-envisioned how physical spaces are used and deployed technology to better serve the needs of students and teachers. From the incorporation of maker-spaces into library/media centers across the district to offering creativity grants allowing teachers additional funding for innovative ideas, we demonstrate our commitment to creative uses of technology.

Creativity grants have resulted in students using technology in new ways:

- ★ *Coding/robotics in grades K-5 (started with one school and rippled out as more schools saw the success of one teacher's innovation)*
- ★ *Creating music K-5 through the use of iPads*
- ★ *Incorporating Chromebooks in grade 2 to support a student centered learning approach to projects during Genius Hour*

1:1 and Personalization

Technology is an essential tool in assisting our students to achieve their goals. We currently deploy Chromebooks 1:1 in grades 5-12 in order to provide students with equitable access to the technology they need to engage in research, creation and critical thinking, as well as, in collaboration with their peers and teachers. We also recognize technology as an important component of our commitment to personalizing learning for our students by providing them with the means to pursue their passions.

- ★ From Play Doh® to Puppets! Our Kindergarten Play and Curriculum allows for creative instruction, choice, and exploration for both teachers and students.
- ★ \$150,000 worth of Creativity Grants: Teachers are encouraged to explore their own creativity by submitting RFP's that support innovative teaching strategies of their choice.
- ★ Job embedded professional development opportunities like our Google Summits held in 2014 and 2015 at Manchester High School.
- ★ Designated resources for teachers to support students' love of science and innovation through robotics, Rocketry, the district-wide science fair, and CT Invention Convention.
- ★ From an Idea to a Product! Manchester High School is home to both a Maker Space and 3D Printers - teacher and student collaboration to bring ideas to life are a part of who we are.

COLLABORATION

We Believe in Collaboration



- ★ Accessible, engaged and visible building and central office leadership.
- ★ Professional Learning Communities by grade and content area (K-12) allow for ongoing, relevant, collaborative practice with colleagues.
- ★ Recipients of the Hartford Foundation for Public Giving's 2015 and 2016 Family and Community Engagement grant (\$713,000) and 2015 Nellie Mae Foundation grant for Student-Centered Learning (\$275,000).
- ★ Committed efforts throughout the community to enhance the involvement of all adults in the lives of children, both in and out of the school system.
- ★ Family Resource Centers exist in all of our elementary schools, providing faculty and staff with expanded resources to support students in and out of classroom settings.
- ★ Comprehensive new teacher supports that begin with New Teacher Orientation in August, but continues to include TEAM programming and mentorship, instructional coaching and active PLC participation.
- ★ Existing University Partnerships with 13 higher education institutions for clinical placements, student teaching, and internships. These opportunities foster continued growth and development of educators new to the field and provide opportunities for seasoned teachers to mentor their newer colleagues.
- ★ Our partnership with the University of St. Joseph offers a cohort model Masters Degree in TESOL, which allows for Manchester teachers to develop an expertise in ELL instruction and become building-based resources for their colleagues.
- ★ Active town-wide partnerships like monthly student review boards and after school programming, with local and state agencies to provide wrap-around services.

(Top):Varsity basketball at MHS, (Second): student leadership working together at the MHS Student Activities Office, (Third): Google Summit attendees, (Bottom): Illing students engaged in an interdisciplinary unit funded by district Creativity Grants.

EXCELLENCE

We Believe in Excellence

We believe in creating an environment in which excellence is expected for all students. We seek to understand the whole child—their hobbies, curiosities, strengths and areas of growth—and plan programs based on their needs.

By focusing on developing the whole student, engagement and commitment is accelerated. Our enrichment programming provides lessons that are focused on the arts, promoting creativity, perseverance, flexibility and opportunities to develop skills that will ensure success in an ever changing world.

“By establishing safe environments for all children to believe in the impossible, explore creativity and take risks, we build self confidence and excellence in all.”

*Karen Gray, Supervisor of Student Development
Manchester Public Schools*



Social and Emotional Learning

Social/Emotional Learning is an integral part of the foundation our students need to be successful in school and in life. All faculty and staff are invested in the development of self-management, self-awareness, responsible decision making, social awareness and relationship skills for all students through direct instruction and support. We also collaborate with students and families to give them a voice in the process of developing strategies to support their social and emotional development when challenges arise. We believe that these skills are vital for the growth of our students' capacity to interact with adults and peers in a positive way both now and in the future.

Play is fundamental to the social and emotional growth of young students. In Kindergarten and Grade 1 we have dedicated time for students to play and explore with each other, engaging their imagination and applying their social learning. Teachers are supported with professional development to assist students in cognitive flexibility, working memory, planning and more. Students are given space to interact with each other and their environment in a playful manner.



(Top): Student hard at work during Writers' Workshop, and (Bottom): Instructional coaching session—both at Bowers Elementary.

- ★ *Technology for everyone: Google Chromebooks are provided for every student in Grades 5-12; Five laptops for every classroom in Grades 1-4. Access to technology within the classroom maximizes instructional time and allows for teachers to readily use instructional technology.*
- ★ *All teachers in Grades 5-12 are assigned individual Chromebooks and also have access to desktops.*
- ★ *Hi5 Employee Recognition Program for excellence, creativity, courage and collaboration.*
- ★ *The MPS District Improvement Team consists of a cross section of faculty and staff to support a coherent systemic educational plan across all 14 schools.*
- ★ *Opportunities for teachers to attend and/or present at content area statewide and national conferences.*
- ★ *Project Spark UCONN Partnership to expand identification and readiness for gifted and talented programming for under-represented students in Grades K-2.*
- ★ *Tiered instructional supports, inclusive classrooms and co-teaching instruction to support all students.*

COURAGE

We Believe in Courage



J'roose Orbe, Washington Elementary

“I have the audacity to believe that peoples everywhere can have three meals a day for their bodies, education and culture for their minds, and dignity, equality, and freedom for their spirits.”

Martin Luther King Jr., 1964

Manchester Public Schools

Manchester High School

134 East Middle Turnpike
Manchester, CT 06040

Manchester Regional Academy (860) 647-3521

665 Wetherell Street
Manchester, CT 06040
(860) 647-3495

Manchester Preschool Center

60 Washington Street
Manchester, CT 06042
(860) 647-3502

Bentley Alternative Education

134 East Middle Turnpike
Manchester, CT 06040
(860) 647-3343

Washington

94 Cedar Street
Manchester, CT 06040
(860) 645-4813

Verplanck

126 Olcott Street
Manchester, CT 06040
(860) 647-3383

Martin

140 Dartmouth Road
Manchester, CT 06040
(860) 647-3367

Highland Park

397 Porter Street
Manchester, CT 06040
(860) 647-3430

Bowers

141 Princeton Street
Manchester, CT 06042
(860) 647-3313

Buckley

250 Vernon Street
Manchester, CT 06042
(860) 647-3302

Robertson

65 North School Street
Manchester, CT 06042
(860) 647-3372

Keeney

179 Keeney Street
Manchester, CT 06040
(860) 647-3354

Elling Middle School

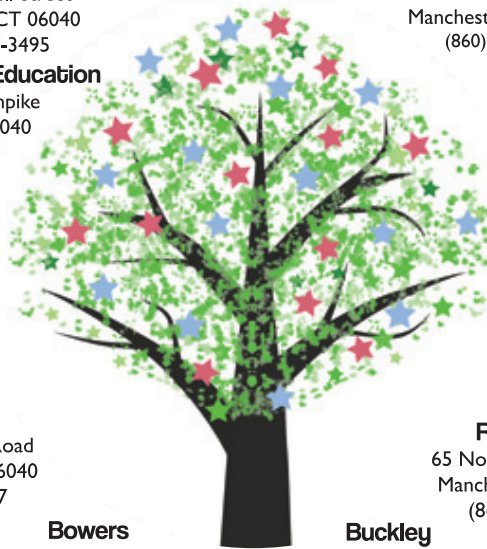
227 East Middle Turnpike
Manchester, CT 06042
(860) 647-3400

Elisabeth M. Bennet

1151 Main Street
Manchester, CT 06040
(860) 647-3571

Waddell

163 Broad Street
Manchester, CT 06042
(860) 647-3392



Come shine with us!

It is the policy of the Manchester Public Schools that no person shall be excluded from participation in, denied the benefits of, or otherwise discriminated against under any program, including educational and employment, because of race, color, religious creed, sex, age, national origin, ancestry, marital status, sexual orientation, mental retardation or past/present history of mental disorder, learning disability or physical disability.